Multiple Views, Multiple Experiences: Integrating Indigenous Perspectives in Science Field-Based Education Courses

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Context

One call from UBC's indigenous Strategic Plan is to enhance student understanding of the **intersection of Indigenous issues and their area of study**.

Laura Lukes
Non-indigenous

Shandin Pete
Indigenous

2 instructors braided their views to design Earth Science Experiential and Indigenous Learning (EaSEIL) Project

EaSEIL is a 3-year project that creates space for students, instructors, staff, and community members to **reimagine, develop, and transform field-based experiential learning** opportunities for students.

One goal of EaSEIL is:

- To respectfully integrate Indigenous perspectives with western approaches to field-based experiential learning

Communities of Practice to Reimagine Field-Based Experiential Learning

Group of practitioners exchange multiple views and experiences about a shared topic of interest

Members are knowers and learners seeking to meet individual and group goals about their practice

Ethical space: all voices are heard and multiple journeys to knowing and learning are welcome

Responsive to local needs

Individual and collective capacity building and action

Transformative outcomes

Ease feelings of uncertainty or vulnerability

Cochran-Smith & Lytle, 2009 ; Drago-Severson & Blum-Stefano, 2018; Wenger-Trayner, 2015

EaSEIL's Community of Practice (CoP-A)

- Earth, Ocean and Atmospheric Sciences, Geography, Botany, Forestry

20 instructors across departments

Students

- Undergraduate, graduate (Producing resources; co-designing curriculum; sharing perspectives)

Partners

- UBC Units and Staff
- Field-site community members (consultation, knowledge sharing/making)

Facilitators

- EaSEIL Leadership Team (Ongoing support, logistics, creating community)

Operationalizing CoP-A

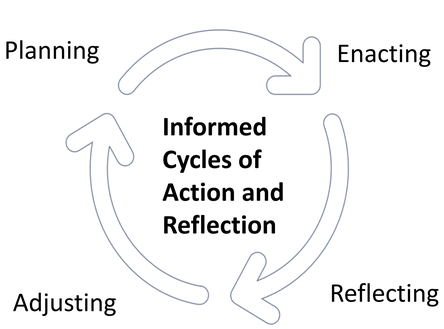
✓ **Regular meetings and interaction** (large group, small working group; one-on-one)

Thirds Model Approach

Knowledge and experience exchange/making

Collaborative work (collective production of teaching/learning materials; joint activities; shared reflection)

Individual Work (reflection; agency in integrating Indigenous perspectives with western approaches in field-based courses)



Goal-oriented
Iterative
Active learning
Mobilize new knowledge into practice

Halbert & Kaser, 2021; Mazabel Ortega, 2022

Initial Participant Goals

"Co-develop a framework for incorporating/improving Indigenous knowledges into current courses" (Instructor)

"Support pathways for place-based models of Indigenous engagement to inform broader research policy, systems and procedures" (UBC Partner)

"Bring Indigenous-focused learning objectives and activities into [course]" (Instructor)

"Embed accessible and inclusive ways of learning about landscapes that include Indigenous histories and ways of knowing" (Instructor)

"Create a new course using a 3 tiered model of engagement with Indigenous Community Members" (Instructor)

CoP-A Progress & Planning

Orientation Meeting (April 2022)

- Community building
- Initial goal setting

Monthly meetings 09-22 until 04-23

Topics of interest:

- Rules/ethics of working on Indigenous places in field areas
- Indigenous Knowledges and Knowledge Keeper protocols
- Indigenous-related content
- Indigenous Foundations
- Indigenous student experience at UBC

References

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